

4 month reporting date 3/20/07 Received 3/20/07
8 month reporting date 7/20/07
12 month completion date 11/20/07

Kimball School District Improvement Plan/Progress Report Form

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.01. IEP team. Each school district shall ensure that the IEP team for each student with disabilities includes the following members: The parents of the student; at least one regular education teacher of the student if the student is, or may be, participating in the regular education environment and at least one special education teacher of the student.

ARSD 24:05:16:16. Personnel standards. To ensure that all personnel necessary to carry out the purposes of Part B and Part C of the Individuals with Disabilities Education Act are appropriately and adequately prepared and trained, the division shall determine that all personnel providing special education or related services, including early intervention and early childhood personnel, perform these functions under state-approved or state-recognized certification or licensure or other comparable requirements that apply to the area in which the person is providing instruction or other service.

As seen in file five (5) and confirmed through staff interview the monitoring team determined the district does not consistently have appropriate team membership at each Individualized Education Program meeting. Although the district has a certified preschool special education teacher on staff the IEP was developed by the district's special education teacher. The certified preschool special education teacher was not present at that Individualized Education Plan meeting.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure appropriate membership at all Individualized Education Program meets

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

The district will conduct IEP meetings or addendum meetings only when all required membership is present.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

4 month reporting date 3/20/07 Received 3/20/07

8 month reporting date 7/20/07

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<p>1. What will the district do to improve? The district will conduct an IEP or addendum to the IEP meeting only when all required membership is present.</p> <p>What data will be given to SEP to verify this objective? The district will review all files in which an IEP meeting or an addendum meeting was held during the reporting period and document:</p> <ol style="list-style-type: none">1) the number of files reviewed and2) the number of files which had appropriate membership	11-20-07	Special Education Director and Special Education Teachers	Continue 3/20/07
Please explain the data (4 month) Nine files were reviewed and eight had the appropriate membership.			
Please explain the data (8 month)			
Please explain the data (12 month)			

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ARSD 24:05:27:01.03. Content of individualized education program Each student's individualized education program shall include: (1) A statement of the student's present levels of educational performance and (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to: (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and (b) Meeting each of the student's other educational needs that result from the student's disability

ARSD 24:05:25:04. Evaluation procedures. School districts shall ensure, at a minimum, that evaluation procedures include the following: (1) A variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents, that may assist in determining: (a) Whether the child is a child with a disability; and (b) The content of the child's IEP, including information related to enabling the child.

Through file reviews, the present level of performance did not consistently contain all required content. In file six there were no strengths and needs listed in the present level of performance for the related service of speech even though the IEP contained goals for this area. In file five strengths and needs were listed but did not link to functional assessments as none had been done. In file four the strengths and needs identified in the areas of the reading and written language in the present level of performance were global not skill specific.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

[The district will ensure each Individualized Education Program contains all required content.](#)

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

[When developing Individualized Education Programs, the district will ensure goals and objectives link to specific/functional strengths needs identified through the evaluation process.](#)

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

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<p>1. What will the district do to improve? The district special education teachers will attend a training on functional assessment/s, developing specific needs/strengths through the assessment and linking goals and objectives to those specific needs.</p> <p>What data will be given to SEP to verify this objective? District will report the date of the training, the presenter, and the names of the staff that attended.</p>	1-20-07	Special Education Director and Special Education Teachers	Goal Met 3/20/07
<p>Please explain the data (4 month) An in-service/training on functional assessments was held February 22, 2007 at Kimball Schools. The two hour meeting was presented by Penny McCormick from the Mid Central Cooperative. In attendance were Becky Rolfes, elementary SPED teacher, Leslie Colestock, high school/middle school SPED teacher, and Linda Holan, SPED aide.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? The district will link all goals and objectives to specific needs/strengths listed on the Present Levels of Academic Achievement and Functional Performance (PLAAFP) page which are directly linked to assessment.</p> <p>What data will be given to SEP to verify this objective? The district will review all IEPs held within the reporting period and will report the following:</p> <ul style="list-style-type: none">1) The number of files reviewed2) The number of files in which the skills listed on the PLAAFP page were skill specific3) The number of files in which all goals and objectives written linked directly to the PLAAFP	11-20-07	Special Education Director and Special Education Teachers	Continue 3/20/07
<p>Please explain the data (4 month) (1) Nine files were reviewed. (2) There were nine files in which the skills listed on the PLAAFP page were skill specific. (3) There were nine files in which goals and objectives were linked directly to the PLAAFP page.</p>			

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CFR 300.320 (a)(7) Comment. Initiation, Frequency, Location and Duration of Services

What is required is the that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved into the development and implementation the IEP.

Through file review the monitoring team determined the district does not consistently provide a clear description of services to be provided for the student as seen in files one, four, five, six and seven. In one of the seven files reviewed there was no description of services. In four other files the services listed were not specific. In statements such as "student will receive 400 minutes of assistance per week in the special education room" or "Special education 5x week/30 minutes each" does not describe the specific services that will be addressed in the resource room.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

[The district will ensure each Individualized Education Program contains all required content](#)

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

[When developing the Individualized Education Program for students with a disability, the district will ensure the level of commitment of resources \(frequency, location and duration\) will be clear to parents and other IEP members.](#)

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

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<p>1. What will the district do to improve? The district special education teachers will attend a training on documenting the description of services the district will provide for the child.</p> <p>What data will be given to SEP to verify this objective? District will report the date of the training, the presenter, and the names of the staff that attended.</p>	1-20-07	Special Education Director and Special Education Teachers	Goal Met 3-20-07
<p>Please explain the data (4 month) An in-service/training on documenting the description of services the district must provide for it's children was held February 22, 2007 at Kimball Schools. The two hour meeting was presented by Penny McCormick from the Mid Central Cooperative. In attendance were Becky Rolfes, elementary SPED teacher, Leslie Colestock, high school/middle school SPED teacher, and Linda Holan, SPED aide</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? When developing the IEP the district will document and clearly state the amount of time to be committed to each of the various services to be provided in the IEP so that it can be understood by all involved in the implementation of the IEP.</p> <p>What data will be given to SEP to verify this objective? 1) The number of files reviewed 2) The number of files in which the amount, frequency, and location of services being providing is specifically stated for each of various areas.</p>	11-20-07	Special Education Director and Special Education Teachers	Continue 3-20-07
<p>Please explain the data (4 month) (1) Nine files were reviewed. (2) There were nine files where the amount, frequency, and location of services being provided were specifically stated for each of the various areas.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			